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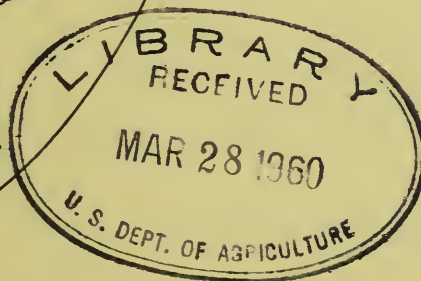
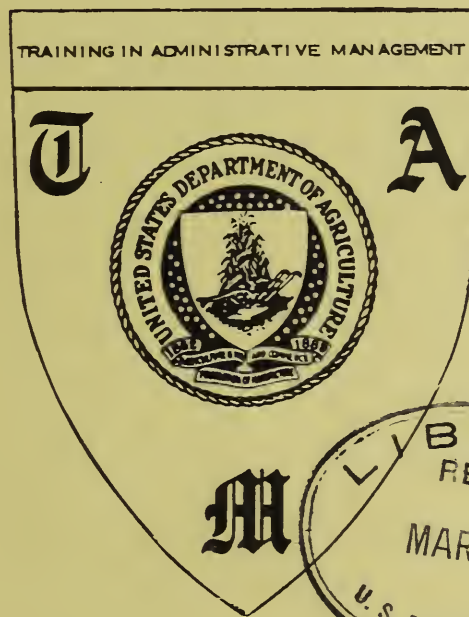
U S D A

TRAINING

IN

ADMINISTRATIVE MANAGEMENT

WORKSHOP



30

Alumni Building

Mississippi State University

State College, Mississippi

January 11 through January 15, 1960

UNITED STATES  
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## FOREWORD

This is a summary report of the TAM Workshop held at Mississippi State University, State College, Mississippi, January 11-15, 1960. It was planned, written, edited and published as a part of the training.

We hope that we have faithfully captured at least the essence of what our guest speakers intended for us.

We all realize that good administrative management is of the utmost importance for the efficient and economic operation of department programs, if we are to keep pace with the constant and complex changes in present day agriculture. This can be accomplished to a great extent through training in leadership, a good example of which, we believe, is the TAM Workshop described in this summary.

The problems involved in maintaining a high level of efficient service throughout the Department of Agriculture, present a challenge which we gladly accept, knowing full well the responsibility we share in the future of our country and our allies. Through the cooperation and determination of sound policy by competent leaders, these problems can and will be solved.

All who participated in this program had the opportunity to hear and discuss the various phases of management with outstanding authorities from universities, business and government. As a result, a clearer understanding of department programs was attained and interest was stimulated in the field of creative thinking and planning.

We sincerely appreciate the privilege of being selected to attend this first TAM Workshop in Mississippi. It has given us the opportunity to learn more about the theory, principles and practices of management.

Our job does not end here, but will continue through a constant effort to improve ourselves and others for the mutual benefit of all.









L.R    Row 1 - Richardson, Simmons, Cox, Coleman, Deaton, Orr  
          Row 2 - Bullen, Thames, Sykes, Rogers, Ames, Albonetti, Jack, Williamson  
          Row 3 - Tullos, Clark, Smith, Karnes, Buchanan, Holley, White, Griffin  
          Row 4 - Kirby, Bowers, King, Moon, Parrish, Bridgman, Leard, Looney, Stone  
 Not pictured: Ray B. Converse, Dr. L. J. Pate





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## ACKNOWLEDGMENTS

Those of us who participated in this TAM Workshop wish to express our sincere appreciation to those who planned and organized the Workshop.

Members of the TAM Workshop Planning Committee to whom we are especially indebted are:

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We are grateful to Mississippi State University for the use of the Alumni and Student Building. Its fine facilities and the friendly, helpful cooperation of University personnel contributed much to the success of the Workshop.

We also express appreciation to all the speakers for their time and effort, for the stimulation, inspiration, and information brought to us from their backgrounds of experience and training.

PROGRAMTAM (TRAINING IN ADMINISTRATIVE MANAGEMENT)  
WORKSHOPALUMNI BUILDING  
MISSISSIPPI STATE UNIVERSITY  
STATE COLLEGE, MISSISSIPPI  
JANUARY 11-15, 1960Monday, January 11, 1960  
8:00 - 12:00 A. M.

<u>Subject</u>	<u>Discussion Leaders</u>
Welcome	Dr. T. K. Martin Administrative Assistant to the President Mississippi State University
Objectives and Plans for Workshop	O. H. Coleman, Chairman Workshop Planning Committee
"The Management Job Ahead"	A. J. Holmaas, Director Budget and Finance Division Agricultural Marketing Service
1:00 - 4:30 P. M.	
"Assignments"	O. H. Coleman, Chairman Workshop Planning Committee
"Introductions, Summarizing, etc."	O. H. Coleman, Chairman Workshop Planning Committee
"Oral Descriptions of USDA Agencies"	All Participants
Tuesday, January 12, 1960 8:00 - 11:45 A. M.	
"Oral Descriptions of USDA Agencies"	All Participants
1:00 - 5:00 P. M.	
"Fundamentals of Management"	Dr. J. M. Parrish, Dean School of Business Mississippi State University
"Oral Descriptions of USDA Agencies"	All Participants



Wednesday, January 13, 1960  
7:30 - 11:00 A. M.

Breakfast Meeting  
"Self Development"

Rev. R. Glenn Miller, Pastor  
First Methodist Church  
Starkville, Mississippi

1:00 - 4:30 P. M.

"Decision Making"

Dr. John W. Darr, Head  
Management Department  
School of Business  
Mississippi State University

Thursday, January 14, 1960  
8:00 - 11:30 A. M.

"Human Relations and Motivations"

Mr. Alex McKeigney  
Assistant to the President  
Mississippi Power and Light Co.  
Jackson, Mississippi

1:00 - 4:30 P. M.

"Communications in Management"

Dr. Don B. Roark  
Executive Assistant and Personnel  
Director  
Mississippi Chemical Corporation  
Yazoo City, Mississippi

Friday, January 15, 1960  
8:00 - 11:30 A. M.

"Supervision for Higher Productivity"

Dr. Langston Hawley  
School of Business and Commerce  
University of Alabama

1:00 - 4:00 P. M.

"Living with Job Pressure"

Dr. L. C. Hanes  
Department of Psychiatry  
University of Mississippi  
Medical School

4:00 - 4:30 P. M.

Closing Comments and Distribution  
of Proceedings

Workshop Planning Committee



## LIST OF AGENCY PARTICIPANTS

<u>AGENCY</u>	<u>NAME AND TITLE</u>	<u>ADDRESS</u>
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SCS	Mr. Hugh H. Leard Work Unit Conservationist	Soil Conservation Service Box 95 Purvis, Mississippi
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Robert B. Karnes	AMS
Anderson J. Orr	FHA
Roger C. Simmons	Ext S
James S. Smith	FCIC

### Library Committee

Eugene E. Moon	ARS
Norman E. Parrish	SCS

## SPEAKERS AND DISCUSSION LEADERS

<u>Speaker</u>	<u>Introducing Speaker and Leading Discussion</u>
Dr. T. K. Martin	H. C. Cox, ARS
Otto H. Coleman	J. W. Bullen, FHA
Dr. J. M. Parrish	W. W. Jack, FCIC
Rev. R. Glenn Miller	C. K. Sykes, FS
Dr. John W. Darr	L. W. Clark, AMS
Alex McKeigney	J. S. Smith, FCIC
Dr. Don B. Roark	R. W. Thames, FHA
Dr. Langston T. Hawley	W. T. Richardson, FHA
Dr. L. C. Hanes	E. B. Williamson, ARS
All Participants (Oral Agency Descriptions)	D. R. Bowers, ARS

## WELCOME

By Dr. T. K. Martin  
Administrative Assistant to the President  
Mississippi State University

## SUMMARY

By S. J. Albonetti, AMS  
H. E. White, FCIC

In Dr. Martin's welcoming address he related some facts concerning Mississippi State University. It is a land grant college and was given University status in 1958.

He stated that the institution had maintained an excellent faculty down through the years. He also pointed out the friendliness of the approximately 4500 students.

Dr. Martin extended a sincere and cordial welcome to participants in the TAM Workshop to the campus of Mississippi State University.

## OBJECTIVES AND PLANS FOR WORKSHOP

By Otto H. Coleman

Mr. Coleman was born and reared in Colorado. He received a B. S. degree in chemistry in 1935 and a M. S. degree in agronomy from Colorado State University in 1937. He was a member of the staff of the Colorado State Experiment Station, Fort Collins, from 1937-1942. Mr. Coleman was employed by the U. S. Department of Agriculture in 1942, working with Experiment Stations in Florida and Mississippi. He is presently superintendent of The Sugar Crops Field Station in Meridian, Mississippi.

### SUMMARY

By H. E. White, FCIC  
S. J. Albonetti, AMS

Mr. Coleman explained the purposes of this Workshop.

1. To improve management skills, knowledge, attitudes and practices.
2. To develop a broader understanding of the U. S. Department of Agriculture's program, policies and agencies.

Also this Workshop would afford the participants the opportunity to hear management principles and practices discussed by outstanding authorities from business, universities and government.

## THE MANAGEMENT JOB AHEAD

By Arthur J. Holmaas

Mr. Holmaas is Director of the Budget and Finance Division of the Agricultural Marketing Service. He was born and grew up in Marshall County, Minnesota. He graduated from State Teachers College, Moorhead, Minnesota, with a Bachelor's degree in political science and history, in 1938; did graduate work in public administration at the University of Minnesota, Minneapolis, Minnesota, and at American University, Washington, D. C.

### SUMMARY

By Travis M. King, SCS  
R. C. Simmons, Ext S

All organized activity can be roughly divided into 5 "M's".

Mission - i. e. , program objective - - the end job we are trying to accomplish.

Manpower - i. e. , human effort required to do the job.

Material - i. e. , facilities required to do the job - - ranging from pencils, through program equipment to the housing in which we work.

Money - i. e. , cost required to do the job.

MANAGEMENT - i. e. , program and administrative.

The most important is the 5th M. It is the Manager who must combine the Manpower, Materiel and Money in the optimum proportions to effectively accomplish the Mission. The Manager must make the decisions - - he is responsible.

A Manager in Government is any employee who has a job supervising or dovetailing a number of parts, processes, or forces in a manner which will attain an objective.

The Manager in Government in the era ahead must be concerned with:

1. Providing more effective program service to increasingly complex and changing problems.
2. Providing service with less manpower input per unit.
3. Providing service at less unit cost.

To be effective in his attempts to do this, the Manager must:

1. Take a fresh look at his program Mission.
2. Re-analyze and replan his approach to many operations.
3. Check his approaches against new developments and advancing technology



in his own field and in the general management field - - find out what others are doing.

4. Evolve a dynamic personal and official management philosophy that will satisfy himself and his subordinates in the conduct of their area of responsibilities.
5. Develop a built-in management improvement awareness and readiness down through his organization.

Some specifics that might become part of a personal management philosophy and be useful in obtaining improvement in program and administrative management include:

1. Emphasize quality performance in the total job - - in attainment of the dominant Mission - - in relation to total cost and efficiency. Penny-wise may be pound-foolish.
2. Delegate authority - - don't try to do it all yourself.
3. Hold the ones you deputize responsible for their assignments but support them in their decisions.
4. Don't try to hide the light of your subordinates under a bushel.
5. Maintain flexibility to adapt, to change, and to encourage ideas for change.
6. Be concerned with the intellectual, physical, and economic welfare of your subordinates - - individually and as a group.
7. Utilize services of available staff specialists.
8. Lead by example, suggestion, and encouragement - - but "call a spade, a spade" when warranted.
9. Maintain a system of follow-up and control.

Increasingly, the Manager will be faced with a need to assimilate into his regular operations, concepts of:

1. Automation - - including use of electronics - - not only in data processing, but in all phases of activity.
2. Increased attention to in-service training programs and activities.
3. Formalized performance rating and promotion programs.
4. Increased attention to human relations - - morale factor.
5. Increased attention to incentives - - including fringe-benefits - - life insurance, health and medical programs.
6. Formalized incentive awards and employee suggestion systems.
7. Maintenance of defense readiness as a part of regular activities.
8. More freedom to act in making operational decisions but tighter control in terms of being held accountable for his decisions.
9. More concern with fund, employment, and position control.
10. More emphasis on self-appraisal and self-development in the management field.

In the management job, probably more than in most jobs, the degree of success attained is directly related to the extent to which the manager periodically steps back and re-appraises his objectives, his procedures, his techniques, and his attitudes.

## INTRODUCTIONS, SUMMARIZING, ETC.

By Otto H. Coleman

### SUMMARY

By F. G. Ames, FS

#### I. Duties of the Chairman in Introducing a Speaker

##### A. Before the Introduction

1. Make provisions for the speaker's transportation from arrival point to the hotel, and to and from the meeting place.
2. Secure hotel reservations for the speaker.
3. Meet speaker prior to the meeting to acquaint him with the meeting, type of audience and other activities scheduled to take place at the meeting. Also, to determine his needs for special equipment.
4. Learn the correct pronunciation of the speaker's name. Collect biographical data to use in the introduction.
5. After arrival at the meeting place, and before program begins, arrange for the speaker to meet a few of the key individuals assembled.
6. To assure everything is in readiness, make a final check of the speaker's stand, the facilities and the equipment.

##### B. The Introduction

Make a brief, clear and complete introduction of speaker:

1. Bring out the speaker's personal background.
2. Bring out the relationship of the speaker's background and experience, tying the qualifications and authority of the speaker into the topic of the speech.
3. Clearly state the subject of the address and the name of the speaker.

##### C. The Discussion Following the Speech

In the discussion following the speech one of two types of discussions may be held:

1. The "general discussion" type:
  - a. Guide and control the discussion, keeping the discussion on the subject.
  - b. Invite questions from the audience. If this fails to result in sufficient number of questions, the chairman may lead the audience toward asking questions by leading statements or by pre-arranging for "planted" questions.
  - c. It may be well for the chairman to give a brief summarization of the speech as an encouragement for questions from the audience.
2. The "Buzz Session" type.



D. Thanking the Speaker

1. Be brief and to the point while on the speaker's platform:
  - a. Thank the speaker for his time and effort in a sincere manner.
  - b. Give complimentary remarks concerning the speech, stressing the benefits those in the audience may profit by.
2. When alone with the speaker personally thank him again.

II. Essentials in Summarizing a Speech or Training Session

- A. Give subject material title, occasion for delivery of the speech or training session, and date.
- B. Give a very brief biographical sketch of the speaker or trainer.
- C. If desirable incorporate a bibliography of subject matter .
- D. Stick to the outline type of summary, listing only the essential points or features.
- E. Stick to the facts as presented - - omit personal opinions.

## FUNDAMENTALS OF MANAGEMENT

By Dr. J. M. Parrish

Dr. Parrish is a native of Alabama and graduated from the University of Alabama. He received his Doctor's degree from the University of North Carolina.

Dr. Parrish has served as Assistant Dean in the School of Business Administration at the University of North Carolina. He also taught at the University of Washington and was named Teacher of the Year by the students of this university. He came to Mississippi State University as Dean of the School of Business in 1957.

### SUMMARY

By E. O. Holley, FCIC  
Z. M. Looney, AMS

- I. The first question to be answered in discussing the Fundamentals of Management is "What is Managed?"
  - A. The answer is "people."
- II. Management is defined as the activity which plans, organizes, and controls the available resources so as to achieve the sought objectives of the organization.
- III. There are six basic functions of Management.
  - A. Planning
    1. Planning is determining a proposed method of action.
    2. Constant review of plans is necessary.
    3. Planning should be for the immediate future, the short run, and for the long run.
  - B. Organization

Organizing is the establishing of relationships between components. Each group or person in an organization should know to whom he is responsible and also who is responsible to him.
  - C. Directing

Directing means guiding all efforts toward the stated goal. The channels through which action takes place should be clearly outlined.

#### D. Coordinating

1. Proper coordinating means blending all activities into a harmonious entity.
2. The coordinator must establish commonness of purpose.
3. The coordinator must have all needed parts at the proper place at the proper time for best action.

#### E. Controlling

1. Controlling consists principally in keeping efforts in the prescribed channel. It is essentially made up of three parts:
  - a. Restraining
  - b. Checking
  - c. Motivating
2. One of the biggest problems of control is the communication of ideas. This arises from the fact that words don't always mean the same to all people.

#### F. Leadership

1. Leadership is essential to be a good manager. It must be practiced at all times.
2. A good leader must have various qualities:
  - a. He must be willing to work hard and long.
  - b. He must be well informed
  - c. He must be honest.
  - d. He must have courage. Courage is perhaps the greatest of all. It is better to have the courage to act quickly and in error than to hesitate until time for action has passed. A leader must be out in front to lead. He must be willing to accept the blame for failures, but share the credit for success. He must have the courage to develop subordinates in leadership.

#### G. Creativity and Initiative

1. Creativity must be built on past ideas or experiences -- either your own or those of others.
2. Creativity should be positive and not negative.

#### H. Realization by leader that responsibility is his and should be discharged properly.

After giving the above talk, Dr. Parrish gave sample management problems to the group to be analyzed. The problems were discussed by all persons and possible solutions were given.



## SELF DEVELOPMENT

By Rev. R. Glenn Miller

Rev. Miller is a native of Neshoba County, Mississippi. He received the B. A. degree from the University of Mississippi and B. D. degree from Emory University, Atlanta, Georgia. He became a member of the North Mississippi Annual Conference of the Methodist Church in 1946, and has served churches in Hollandale and West Point, Mississippi. He was appointed to First Methodist Church, Starkville, Mississippi, June 1959.

### SUMMARY

By R. B. Karnes, AMS  
E. E. Moon, ARS

#### I. Theology is a science.

Assumes God and Theology not to be measured by other sciences.

#### II. History of the Organized Church as opposed to the exact sciences.

- A. Suppression by Catholic church of academic freedom and scientific thought by destroying the best minds.
- B. Forced Galileo to retract statement, "The earth does move."
- C. Primitive science as contained in Hebrew scriptures was accepted - - earth was flat, stationary and resting on water below, sea above sky.

#### D. Astronomy .

Theory of round earth and double action of earth was decreed contrary to Holy Scriptures by Pope Paul V.

#### E. Geology.

- 1. Geological evidence that the earth is older than the age given in scriptures was decried by a Christian leader.
- 2. Geology described as "pseudo" science by a modern day preacher.

#### F. Evolution.

- 1. Contrary to ancient religious belief.
- 2. Modern man still fights idea of evolution even though biological and

geological evidence support it.

3. Many modern leaders accept evolution - - as science and religion have separate domains.

#### G. Science and Religion.

1. Scientific problems are not a matter of faith; they are a matter for investigation.
2. Religion deals with the soul of the world, its deepest source, its spiritual meaning, its divine purpose.

### III. The Conflict of Science with Religion.

- A. Scientists are inclined to claim the whole field of reality and to force their solution on every problem.

1. Examples:

- a. Influence of sunlight on the origin of life.
- b. Influence of geography on human nature.
- c. Psychologists leap to conclusions about personality, freedom and mental life.

- B. Why science and religion sometimes differ.

1. Science starts view of world from the sub-human side.

May show man as by-product of the sub-human world.

2. Religion starts with human life.

### IV. Science and Religion are Allies.

Without God there is no purpose or destiny.

### V. Modern Man.

#### A. Characteristics.

1. Slave to job, newspaper and television.
2. Is a conformist.
3. Seeks material security

#### B. Needs.

1. Justification for existence by developing his total personality.
2. To decide what is most important in life.

### VI. Self Development.



Not accidental but result of:

1. Conscious effort.
2. Sacrifice.

VII. Four Sided Program for Self Development. (All four are tied together, for the body, mind, and spiritual are all so intricately woven together that they cannot be separated.)

A. Physical Fitness.

1. Exercises to suit the individual should be taken each day.
2. Exercise gives physical fitness and mental relaxation.

B. Mental Development.

1. Read to broaden knowledge of world affairs.
  - a. Magazines, newspapers.
  - b. Include comics.
2. Read to obtain liberal education.
  - a. Literature, history, science, scriptures, etc.
  - b. Mental discipline can bring one a liberal education.
3. The importance of a liberal education - - aids the executive, manufacturer, etc.
4. "There are two kinds of intellectual enjoyment: The enjoyment of creation and the enjoyment of relaxation." - Whitehead
5. Learning for an adult should not be work but entirely voluntary.
6. Liberal schooling prepares for a life of leisure activities and learning.

C. Spiritual Awareness.

1. Active participation in local church.
2. Study club.
3. Private devotions.

D. Social Graces.

1. Join some community club.
2. Make yourself meet people.

## DECISION MAKING

By Dr. John W. Darr

Dr. Darr was born and reared in the state of Indiana. He received his Bachelor's and Master's degree from the University of Indiana, his Doctor's degree at the University of Alabama.

Dr. Darr has taught at the University of Alabama, University of Georgia, and at Bowling Green University. He has more recently had, under his own management, a consulting firm in Birmingham, Alabama. He has been on the faculty at Mississippi State University for three years and is head of the Department of Management.

## SUMMARY

By John O. Kirby, FS  
Anderson J. Orr, FHA

A manager has the job of guiding the behavior of others and is the one to whom the others turn for the solution of their problems.

- I. Decision making is probably the most characteristic task of the manager.
  - A. All managers, high and low, work on decisions constantly.
  - B. The majority of people in most organizations feel they are under constant pressure to make decisions.
  - C. Decisions range from simple ones affecting only the decider to extremely complex ones affecting many people.
  - D. A successful decision and course of action must be chosen at a time prior to the action for which they were made.
  - E. One of the tests of a good decision is whether or not it looks good at a later date.
  - F. A word of caution - - Decision and Action are separate identities.
- II. The manager, in order to reach sound decisions, must establish goals. There are three levels of goals to be established.
  - A. Ultimate goals.
    1. These are the permanent or long range aspirations.

a. Examples of permanent goals are:

- (1) To grow in the esteem of your fellowman.
- (2) Prosper.
- (3) Live in peace.
- (4) Help others to flourish.

B. Intermediate goals.

1. They are steps to reach the ultimate goal and often complement each other.

a. Examples of intermediate goals are:

- (1) Do work that gives satisfaction.
- (2) Acquire reputation for quality products.
- (3) New customers.
- (4) Leader in the community.

C. Means-End Chain (Staircase) - - See diagram, page 21

1. This is a series of small goals culminating in the accomplishment of a larger goal.
2. These goals are immediate, readily apparent and concrete.
3. Each one should put you on to the next one and in direct ascent toward the accomplishment of the intermediate goal.
4. Progress in the means-end chain without mistakes because they cost much to undo.
5. Missing or vague links show up if diagramed.
6. Incorporate the use of the means-end chain so that it becomes part of the subconscious and thus is put into actual practice.

A manager must rely upon himself for initiating the means and accomplishing the goals.

Goals must have real meaning for the individual or company. They must be specific and well understood.

III. The proper environment must be provided for making decisions. Three elements must be present and in proper relationships to have the ideal environment.

A. Responsibility is the obligation of the individual to do the work assigned him to the best of his ability and in accordance with the desires of his superior.

1. Everyone must know about the responsibility.
2. The responsibility must be definite.





## HUMAN RELATIONS AND MOTIVATION

By Alex McKeigney

Mr. McKeigney is a native of Eupora, Mississippi. He attended Mississippi State University, received a B.A. degree from Millsaps College in 1940 and is also a graduate of the Jackson School of Law. He is a Lieutenant Colonel in the Mississippi National Guard, has served as Assistant Attorney General for the State of Mississippi, and has served as Administrative Assistant to two Mississippi governors - - Governors Bailey and Wright. Mr. McKeigney is a former chairman of the Mississippi State Tax Commission and also served as Administrative Assistant to the president of Mississippi State University. Presently he is Assistant to the president and Director of Advertising and Sales Promotion of Mississippi Power and Light Company.

### SUMMARY

By N. E. Parrish, SCS  
J. W. Bullen, AMS

In the soaring 60's while machines and scientific advancement will play a tremendous part on our lives, it is of utmost importance that we improve our human relations if we are to survive - - because the MAN and how he acts is more important than the machine.

Starting with the individual - - with the one man, either ourselves or one working for us - - it is of utmost importance that each person have proper motives - - motives which reach out beyond self to place emphasis on the things of real importance, on serving others - - selflessness rather than selfishness.

Management perhaps represents the one most important force in our economy. Good management requires PLANNING, ACTION and CONTROL. Management serves three masters: the public in providing goods and services; the employees by meeting their needs; the community by providing profitable enterprise or services.

If we know WHY people do things we will be helped in knowing WHAT they will do.

SOURCES OF MOTIVATION - - Man is a wanting animal. There is no end to his wants. He has NEEDS for (1) Survival (2) Safety or Security (3) Belonging (4) Self-esteem and (5) Self-fulfillment.

With better understanding of those with whom we live and work we can contribute more effectively to their motivational needs. Motivation as a result of NEED



may be for the good with proper results, or it may be for the bad.

As one level of needs is met, it can no longer be used as the primary motivator of human behavior, and thus the next higher level of needs becomes the motivating factor.

An agency or management can provide for survival and safety (security) needs; but it can only create conditions which encourage the sense of belonging, self-esteem and self-fulfillment.

The self-fulfilling person is characterized by (1) superior ability to see reality (2) enthusiasm (3) skill in solving problems (4) an appreciation of the richness of life (5) spiritual experience (6) love of other people (7) creative ability and (8) high value level.

A principal goal or function of management is to help employees to correlate their personal goals or need of fulfillment with the goals of the enterprise.

We must make sure that the "production line" technique or "administration by regulation" does not make our employee mere automatons, with accompanying frustrations.

The Navy's Moral Leadership Program is a good example of how the Navy acted in the face of a need to improve motivation of personnel in the areas of self-esteem, sense of belonging, self-fulfillment, and productive behavior.

Good leadership requires (1) sense of mission (2) self-denial (3) high character (4) job competence (5) good judgment (6) energy. Leaders must be predictable, consistent, have the ability to put themselves in the employee's place, be enthusiastic, interested in welfare of employees, know how to treat employees equally.

Motivation is a function of leadership. It is accomplished by (1) dedication and commitment (2) creating self-esteem by association with others on the job (3) self-discipline and self-generation in order to effectively direct work of others and (4) having a major interest in self development of others.

"A good man on a horse is a better symbol of progress than a bad man in an airplane."

As an additional and paramount need in our own lives and in our efforts to motivate others, the most important factor is placing our lives UNDER GOD for his guidance and direction.

## COMMUNICATIONS IN MANAGEMENT

By Dr. Don B. Roark

Dr. Roark is Executive Assistant and Personnel Director of the Mississippi Chemical Corporation, Yazoo City, Mississippi. He is a native of Tennessee and received his B. S. degree from the University of Tennessee. He did post-graduate work and obtained a M. S. degree from Kansas State University and a Ph. D. degree from the University of Missouri. Dr. Roark was a member of the faculty of Mississippi State University, 1950-54. In 1957, he was selected as "Most Outstanding Young Business Man in Mississippi" by the Junior Chamber of Commerce.

### SUMMARY

By J. S. Buchanan SCS  
George B. Stone, AMS

- I. "Communication" is the process of transmitting ideas, thoughts and opinions from one person to another. Approximately 90 percent of our awake time is spent in communication in one form or another.
- II. Communication is a three way street. One communicates with his superiors, his peers and his subordinates, and they in turn communicate with him.
- III. Abilities needed for good communication:
  - A. Reliability
    1. One should keep his promises.
    2. He should be dependable.
    3. His intentions should be known.
  - B. Knowledgeability - - the intelligent application of knowledge.
    1. Understand his needs.
    2. Provide intelligent assistance.
  - C. Compatability - - the ability to disagree without being disagreeable.
    1. Keep private and practicable.
    2. Keep courteous.
    3. Keep factual - - listen carefully to his points.
    4. Keep constructive.
- IV. Factors causing poor communication:



A. Broken promises - - if a promise has to be broken, immediately inform person that it cannot be kept; explain why, offer partial performance if possible, and offer to find help somewhere else. All promises should be defined and dated.

B. By-passing and/or buck-passing do not produce reliability.

#### V. Traits needed for communication with superior.

A. Loyalty.

B. Respect for his authority and confidence.

C. Keep him informed.

D. Help him when he is under pressure.

E. "Don't knock the boss" - - when decision is reached, agree and do not challenge.

#### VI. Communication by correspondence.

All written correspondence should be clear, concise, words should be simple and sentences short. One method of determining clarity of writing is Mr. Gunning's formula, called a 'Fog Index.'

$\frac{SP \text{ plus } 2 \text{ PS plus } 3}{5} \text{ equals Fog Index}$

SP equals average length of sentences. For easy reading they should be 20 words or less.

PS equals percent of words of 3 or more syllables. They should not exceed 10 percent.

#### VII. What we can do to make ourselves understood.

A. Understand the message yourself before attempting to communicate. Know what you are trying to say.

1. Visualize and focus to help us understand the message.

2. Detailed - - must know more about the subject than the receiver.

3. Organize - - order of presenting ideas. Planning precedes progress.

4. Factual - - do not over generalize.

B. Understand our listener.

1. Need to know the people we communicate with.

2. Listening is as important as speaking or writing.

C. Understand our words. Words mean many different things to different people.

1. Always examine the object or idea behind the word used.
2. Allow for the incompleteness of language, such as, "etc., etc."
3. Put time and date on statements.
4. Don't go overboard with absolute statements that we don't mean to make anyway.

VIII. The weakest point in communications is our feelings. Do not allow emotions to affect you in your disagreements.

## SUPERVISION FOR HIGHER PRODUCTIVITY

By Dr. Langston T. Hawley

Dr. Hawley received his B. S. and M. S. degrees from the University of Alabama. He received his Ph. D. from the University of North Carolina and also taught Economics there. He is presently Professor of Management in the University of Alabama Graduate School. His special areas of interest are labor relations and labor economics. He has been active in arbitration of labor disputes for about 15 years and is on the roster of national arbitrators and mediators.

### SUMMARY

By A. C. Griffin, ARS

E. A. Bridgman, ARS

- I. Conventional knowledge of organization and administration is not enough for successful operation.
  - A. So-called principles of organization:
    1. Delegation of responsibility and authority.
    2. Unity of command.
    3. Span of control.
    4. Homogeneity of assignment.
    5. Division of labor.
    6. Separation of functions.
  - B. Functions of Administration:
    1. Planning.
    2. Organizing.
    3. Developing skills.
    4. Assembling resources.
    5. Controlling.



C. These ideas are important, but they are just words when we attempt to deal with them out of their human context.

1. Organization and administration are not simply matters of logic and rationalization because what is logical often becomes a matter of individual and group interpretation. . . . "inevitability of irrational human behavior."
2. We cannot expect to succeed in organizing and directing human effort by simply drawing boxes, labeling them, connecting them with lines and then rationalizing their use by "principles."
3. Instead, we must also consider the significant relationships of the people who populate our boxes.

II. We must re-examine the validity of much folklore.

A. Too often we still seem to operate upon the assumption that the employee is:

1. Purely rational.
2. Highly individualistic.
3. Motivated largely by self-interest and the cash nexus.
4. Competitive and highly ambitious.
5. Very knowledgeable about his economic world.

B. There is abundant evidence that this is a highly wishful picture of man as he really is:

1. Attitude surveys and actual behavior have shown the assumption that man is chiefly concerned with money incentives to be false.
2. There is proof that false also is the idea that employees will respond to paternalistic kindness with higher productivity.
3. "Fear of negative sanctions probably motivated the worker." - - Drucker

III. Modern researchers are developing a new approach to understanding the connection between administration and motivation and productivity.

IV. Nature of employee needs:

- A. Intrinsic job satisfaction.
- B. Satisfactory group association.
- C. Satisfactory system of rewards and punishments.
- D. Satisfactory supervision.

E. Satisfaction with his association with the organization as a whole.

V. The over-all need for status and prestige.

A. Reflected in employee's concern with:

1. His place relative to others.
2. Nature of his work relative to others.
3. Skill involved.
4. Wage or salary level relative to others.
5. Physical aspects of his job.
6. Length of service - - develops knowledge - - knowledge can be turned into influence.

B. Frustration of status and prestige needs of people typically results in lowered morale and lowered productivity.

VI. The importance of the informal organization that exists within every formal organization:

A. To the employee:

1. It relieves some of his frustrations when they are not satisfied through the formal organization.
  - a. Provides leadership outlets.
  - b. Serves as information link.
  - c. Interprets policies and procedures - - rightly or wrongly.
  - d. Gets things done.
  - e. Serves as a grievance channel.
2. Satisfies his need of "belonging."

B. Other important characteristics of the informal organization:

1. Made up of groups which interact in both social and work situations.
2. These groups establish values which members are expected to adopt.
3. Many of these values are in the nature of expectations which the groups have with respect to managerial decision making and other behavior.
4. The groups exert negative sanctions upon members.
5. The informal organization usually contains an "influence network" which affects organizational activities in many ways.

C. Generally, the more highly developed is the informal organization, the less useful is the formal organization in the eyes of the employees.

- D. Up to a point, the informal organization is useful to the formal organization in reaching its goals.

## VII. Michigan Survey Research Center Study

- A. High and low producing groups were studied on each of four variables:
1. Differentiation of functions by supervisors.
  2. Closeness of supervision.
  3. Employee-orientation of supervisors.
  4. Group relationships.
- B. On the first variable:
1. Supervisors with high producing groups spent more time planning and supervising and less actually doing same work as subordinates.
  2. Supervisors showed more concern with inter-personal aspects of job.
  3. More attention to training subordinates.
  4. More time communicating relevant information.
  5. More time getting their people promoted, transferred, and getting merit increases for them.
- C. On the second variable (closeness of supervision):
1. High producing groups had looser supervision than low producing groups.
  2. Tight central planning and control of work assignments had little to do with productivity.
  3. Pressures from above for greater results and for tighter supervision were associated with low productivity.
  4. Supervisors who have little authority over planning and task assignments and other leadership functions were found to have low influence over subordinates.
- D. On the third variable (employee-orientation of supervisors):
1. Employee-oriented supervisors had higher producing groups than institution-oriented supervisors. Employee-oriented means (1) being more understanding and less punitive about mistakes, (2) being a "good communicator", (3) being prompt in taking care of subordinates' problems, (4) having work standards that are not unreasonable in the eyes of the employee.
- E. On the fourth variable (group relationships):



1. High producing groups had high sense of "team spirit."
2. Think of themselves as better producers.
3. Have a strong sense of "belonging."
4. Members of group help one another.
5. Members of high producing groups had a good sense of job satisfaction.

VIII. Connection between Morale and Productivity is very complex.

- A. Correlation is sometimes inverse.
- B. Inverse correlations can be due to:
  1. Supervisors can offset lack of human relations with engineering skill.
  2. Fear motivation under certain circumstances may lead to high productivity.
- C. Not enough research has been done to be reasonably sure that all the variables related to productivity have been identified.

## LIVING WITH JOB PRESSURE

By Dr. L. C. Hanes

Dr. Hanes is Associate Professor of Psychiatry, University Medical Center, Jackson, Mississippi. He graduated from University of Texas and was State Director of State Mental Hospitals in Texas.

### SUMMARY

By T. H. Tullos, FHA  
H. H. Leard, SCS

Job pressure is emotional tension arising from interpersonal problems.

#### I. Problems of job pressure:

- A. Status - - in relation to others.
- B. Authority - - to give and accept supervision.
- C. Conflict - - between individual desires and company needs.
- D. Pressures in other areas of life (marriage problems, children, in-laws, etc.)
- E. Significant frustration of some of the basic needs.

#### II. What constitutes good mental health:

- A. Maturity.
  - 1. Reaching full potential.
  - 2. Live in conformance with established rules of society.
- B. Absence of disabling anxiety.
- C. Be able to establish lasting close relationships with some people, i. e. , your wife.

#### III. Needs for good mental health:

- A. Biological needs.
  - 1. Food
  - 2. Shelter

3. Sexual

B. Personal security.

1. Freedom from danger.

2. Self-esteem.

C. Deal with things in a constructive manner.

IV. Mental mechanisms:

A. Repression - - pushing conflict outside awareness.

B. Displacement - - feelings can be dislodged from where they belong and expressed elsewhere.

C. Sublimation - - direction of impulse from primitive aim to one that is culturally or ethically higher. (Man playing golf as release from tensions.)

V. Types of failures in achieving good mental health:  
(Almost anyone has the ability to become mentally ill.)

A. Neurotic adaptations to problems.

B. Psychosomatic (ulcers, high blood pressure, etc.)

C. Insanity.

VI. What determines which failures one will develop:

A. Inborn weaknesses.

B. Early experiences.

VII. Ways of living with job pressure:

A. Examine ourselves - - recognize our problems.

B. Recognize that all have needs.

C. A well balanced life (home, community, work, recreation, etc.)

D. Be on lookout for signs of too much stress.

E. The individual must feel that he is accomplishing something.



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33 minutes, black and white, sound, 16 mm  
By General Electric for management training  
Illustrates problem solving and how to conduct a conference
2. "1104 Sutton Road"  
45 minutes, color, sound, 16 mm  
By Champion Paper and Fiber Co.  
Projection of self into job and life, produces satisfaction
3. "The Inner Man Steps Out"  
37 minutes, black and white, sound, 16 mm  
Human relations applied to management
4. "Production 5118"  
35 minutes, color, sound, 16 mm  
By Champion Paper and Fiber Co.  
Apply the golden rule in communications and the signal will come through
5. "Time Is Now"  
35 minutes, black and white, sound, 16 mm  
By Mutual Benefit Life Insurance Co.  
Concerns decision-making

An index to over 8000 films including the above may be secured from Educators Guide to Free Film, Madison, Wisconsin.  
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